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AUTISM HELPED BY HEMI-SYNC®

by Kathryn A. Bright, M.A.

I have been working as a dance movement therapist with an autistic child for the past 5 years. This boy is now 14 years old. This past year I began working with the Monroe tapes with this child. Through “patterning” and movement therapy techniques, I had developed rapport with my student as well as a degree of advancement in his social and physical learning and his willingness to tackle the fear associated with new learning experiences. I began using the Monroe tapes with him in Feb. 1982. I used the *INTRODUCTION* tape (from the Discovery Album) and would use it approximately every two weeks. I used a Sony Walkman which has a “mix” button, so I could talk with him when he was listening to the tape. I experimented with different effects of the different tapes, and found that the *SLEEP* tape seemed to make him more alert, while the *CONCENTRATION* tape seemed to agitate him resulting in him going into a trance or “sleep-like state”. I was only able to have him listen to segments of the “process”; for instance, he does not relate to the “energy conversion box”, nor does he tolerate the entire breathing sequence, especially when the voices begin. I discovered that by reaching “3” or the basic Hemi-Sync state was sufficient and tolerable for the child’s learning process. I would work him through the beginning processes, bringing him to “3” and then I would work through a “procedured” learning program. For instance, to bring more cognition to his words and personal experiences, I would take an object (a toy truck) and say the word and relate the experience (“Truck. We see trucks at Milford. Truck”). Then we would trace the truck with the left hand while the right hand followed the movement with a crayon on a piece of paper creating the outline of the truck. Again I would point to the drawn picture, have him feel the toy truck, and would say, “Truck. We see trucks in Milford.” Then we would print the word and sentence on the page. I began doing this procedure with many things in his world: “trees” while on a walk, stories he would listen to on his records etc. My student immediately began responding. His speaking process and cognition of the “gestalt” of language has doubled, as has his learning process in general.

I propose that learning programs for basic skills be put on the Monroe tapes. These programs would greatly speed up and assist the professional in teaching the autistic and special individual. In a normal situation, one learning program may take a child 3-6 months to learn. With the assistance of the “hemi-sync” process, the program could be taught in half the time it takes now. What is accelerated for you and me just begins to give the special individual an edge on being normal.

I have continued to use the tapes in 1983 with this young boy. He continues to show marked improvement in his interactions and his “spontaneous” ability to use speech. He is now using

speech to speak about events which happened to him in school or are going to happen to him. He does not know “tenses” so, at times, it becomes very difficult to tell the time context, but “conversation” and “telling” is there. I am now using the *Concentration* tape with him. He seems to be able to tolerate it now. I have tried using the *Concentration* tape first, but it seemed that it was too strong for him. I chose the back-up to “3”, and gradually introduced him to other tapes.

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